



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

MEMORANDUM

TO: Special Education Directors
Corporation Test Coordinators

CC: Superintendents

FROM: Michele Walker, Director
Office of Student Assessment

SUBJECT: Availability of Alternate Assessment Based on Modified Achievement Standards
(a.k.a. "The 2% Test")

DATE: February 9, 2010

As you may know, the Indiana Department of Education has been working diligently for nearly three years to create a version of the 2% assessment (Alternate Assessment of Modified Achievement Standards, or AA-MAS) for students with disabilities who meet eligibility criteria. We are pleased to report that the 2% assessment (now known as **IMAST – Indiana Modified Achievement Standards Test**) will be available this spring in Grades 3-8 **for students who have been identified through the IEP Case Conference Committee process as meeting eligibility criteria** (see page 4 of this memorandum) **for one or more content areas** (including English/language arts, mathematics, science, and social studies).

The IMAST assessment is comprised of *multiple-choice items only* and will be administered during the April 26 – May 5 ISTEP+ Multiple-Choice Assessment testing window. Students who participate in IMAST for a particular content area(s) **will not participate** in either the ISTEP+ Applied Skills Assessment or the ISTEP+ Multiple Choice Assessment for that content area(s).

With the ISTEP+ Applied Skills Assessment testing window right around the corner, we realize we will need to work quickly! We apologize for the extremely tight turnaround; however, now that IMAST has been developed, we want to make the test available for Spring 2010 so that we can conduct standard setting this summer.

If you have students who were identified through the IEP Case Conference Committee process as meeting eligibility criteria **on or before February 12, 2010**, they may be able to participate in IMAST. We anticipate the process of enrolling students in IMAST to encompass two interrelated phases:

- The first phase consists of a count: the number of students who are eligible to participate in IMAST for one or more content areas.
- The second phase includes information regarding the students (Corp #, School #, Grade, STN, Birth date, and the area(s) of IMAST in which the students will be participating).

Question #1: How do corporations provide the IDOE with information for the first phase?

Answer: **Complete and send this page** (one page per corporation) via facsimile to the Indiana Department of Education **by 4:00 p.m. Eastern on Wednesday, February 17:**

Fax number: 317-233-2196

Attention: Sharon Watts

How many students (based on Case Conference Committee decisions) are eligible to participate in IMAST for one or more content areas this spring?

Grade Level	Number of Students
3	
4	
5	
6	
7	
8	

Corporation Name: _____

Corporation Number: _____

Sent by:

Name _____

Title _____

Telephone () _____ - _____ Ext. _____

Email _____

Question #2: What information is needed for the second phase?

Answer: **Corporation Test Coordinators (CTCs)** complete and submit the Excel spreadsheet, which is provided via the ISTEP+ ListServ (one spreadsheet per corporation). This spreadsheet contains separate tabs by grade level and must be submitted **by 4:00 p.m. Eastern on Friday, February 19** to:

Sharon Watts
swatts@doe.in.gov

Email subject line to read: IMAST – Corp xxxx

Question #3: How will corporations know which students are provided the opportunity to participate in IMAST this spring?

Answer: The IDOE will contact Corporation Test Coordinators (CTCs) and Special Education Directors **by 4:00 p.m. Eastern on Friday, February 26**, indicating any students for whom we are able to provide the IMAST assessment opportunity this spring.

Question #4: What evidence must be provided to verify the students were identified through the IEP Case Conference Committee process as meeting the eligibility criteria **on or before February 12, 2010**?

Answer: The IDOE will conduct an audit to confirm Case Conference Committee documentation.

Criteria for Determining Participation in the Alternate Assessment Based on Modified Academic Achievement Standards in lieu of the general education assessment

When modified academic achievement assessments are provided by a state, the SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to use in determining which students are eligible to be assessed based on modified academic achievement standards. 34 CFR 200.1(a)(2).

The case conference committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with a disability will be assessed on academic achievement standards, on modified academic achievement standards or on alternate academic achievement standards. If the CCC determines that a student will be assessed on modified achievement standards, the CCC report must describe the reasons it is not appropriate for the student to take ISTEP+ and include information in support of each of the criteria below.

The committee must be informed that the decision to participate in an alternate assessment does not preclude a student from attempting to complete the graduation requirements. However, demonstrating proficiency on the modified assessment alone is insufficient evidence for graduation.

CRITERIA (All three criteria must be satisfied for a student to be eligible to be assessed on modified academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)

1. **Presence of a Disability:** The student receives special education services due to the presence of a disability. There must be evidence that the disability has prevented the student from achieving proficiency as measured by previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement.

2. **Intensity of Instruction:** The student is able to meaningfully access curriculum for the grade in which the student is enrolled. However, the student's case conference committee agrees that, even with appropriate instruction and services designed to meet the students' individual needs, the student is not likely to achieve grade-level proficiency within the same time frame as other students.

3. **Curricular Outcomes:** The student is expected to earn a high school diploma prior to exiting high school, either by eventually demonstrating proficiency on the GQE or through the appeals process. Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled.

EXCLUSIONS

The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as:

- a. Excessive or extensive absences.
- b. Social, cultural or economic differences.
- c. The mere identification of a disability.
- d. A specific special education placement or service.
- e. Concern for AYP calculations.

The Indiana Department of Education will utilize these criteria when reviewing or monitoring student education records for the purpose of determining eligibility to be assessed on modified achievement standards and including modified assessment data in federal and state accountability determinations.